DOCUMENT RESUME

ED 432 497 SO 030 704

TITLE	State of Maine Learning Results: Social Studies.
INSTITUTION	Maine State Dept. of Education, Augusta.
PUB DATE	1997-00-00
NOTE	27p.
AVAILABLE FROM	Maine State Dept. of Education, 23 State House Station, Augusta, ME 04333-0023.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Standards; Civics; Economics; Elementary Secondary Education; Geography; History; *Social Studies; *State Standards
IDENTIFIERS	*Maine

ABSTRACT

In this document the social studies knowledge and skills deemed necessary for preparing Maine students for work, higher education, citizenship, and personal fulfillment are identified. The document serves as a guideline for teachers and parents regarding what students should know and be able to do at various checkpoints during their social studies education. Introductory materials include "Guiding Principles" and "Structural Processes for Shaping and Implementing Education Reform." Social studies content is organized by discipline area and is further differentiated by content focus. "Civics and Government" is divided into content areas (1) "Rights, Responsibilities, and Participation"; (2) "Purposes and Types of Government"; (3) "Fundamental Principles of Government and Constitutions"; and (4) "International Relations." History includes content areas (1) "Chronology"; (2) "Historical Knowledge, Concepts, and Patterns"; and (3) "Historical Inquiry, Analysis and Interpretation." Geography contents are: (1) "Skills and Tools"; and (2) "Human Interactions with Environments." Economics knowledge and skills include (1) "Personal and Consumer Economics"; (2) "Economic Systems of the United States"; (3) "Comparative Systems"; and (4) "International Trade and Global Interdependence." Lists of knowledge and skill expectations are given in each content area for students in four age groups: (1) elementary grades: pre-K - 2; (2) elementary grades: 3-4; (3) middle grades: 5-8; and (4) secondary grades: 9-12. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 432 497

State of Maine Learning Results

Social Studies 1997

Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E.M. Bither

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO 030 704

BEST COPY AVAILABLE

Preface

PURPOSE

The *Learning Results* identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. Strongly supported by the public, the *Learning Results* are built on the premises that:

- **all students should aspire to high levels of learning;**
- **achievement should be assessed in a variety of ways; and**
- **completion of public school should have common meaning throughout the state.**

The *Learning Results* express what students *should know* and *be able to do* at various checkpoints during their education. The *Learning Results* serve to focus discussion and to develop consensus on common goals for Maine education. In identifying essential knowledge and skills to be achieved by Maine students, the *Learning Results* do not represent a curriculum nor do they reduce the school's responsibility for curriculum planning or determining instructional approaches. In fact, the *Learning Results* challenge communities, schools and teachers to work together in implementing effective instructional strategies to achieve high expectations for all students.

This document defines only the core elements of education that should apply to all students without regard to their specific career and academic plans. Every student is expected to achieve goals that are broader than those outlined by the *Learning Results*. At the high school level, for instance, many students heading directly to post-secondary study or to the workplace may require learning experiences that exceed the *Learning Results* in specific content areas.

The overriding purpose of the *Learning Results* is to provide teachers and parents with guidance to improve an existing education system that is already working well for many students in most Maine communities. The adoption of common standards and an accompanying mix of measures which assess learning is widely regarded as the most important next step in improving the quality of public education for all students.

BACKGROUND

Following enactment of the Education Reform Act of 1984, Maine schools undertook a wide variety of initiatives designed to improve the quality of teaching and learning. Many of the lessons learned from those initiatives informed *Maine's Common Core of Learning*, a document published in 1990 that articulates a common vision for education in Maine by defining the knowledge, skills, and attitudes that all students should possess upon graduation from high school. In 1993, the Legislature directed the State Board of Education to undertake the next step in education reform by establishing a Task Force on *Learning Results* that was directed to:

> "develop long-range education goals and standards for school performance and student performance to improve learning results and recommend to the commissioner and to the Legislature a plan for achieving those goals and standards."

After substantial work, the Task Force presented to the Legislature, in January of 1996, a report which contained a series of recommendations together with a set of standards, a plan for implementation, and proposed legislation. After a series of intense hearings during the 1996 Legislative Session, the Legislature adopted much of the work of the Task Force and directed the Department of Education and the State Board of Education to continue to develop the *Learning Results*.

Acting on the recommendations of the Task Force, the Legislature adopted six Guiding Principles which describe the characteristics of a well-educated person. To fulfill these principles, the Legislature required that the Department of Education and the State Board of Education develop *Learning Results* within the following eight areas:

Preface

Career Preparation
English Language Arts
Health and Physical Education
Mathematics
Modern and Classical Languages
Science and Technology
Social Studies
Visual and Performing Arts

These are not "subjects" in the same sense that we use the word when referring to courses in school. They are areas of learning that will in some cases cut across a number of discrete courses or disciplines.

In response to the legislative directive, the Commissioner appointed a working group, known as the Critical Review Committee, to prepare a draft of standards for consideration by the State Board of Education and by the Legislature. The Committee met on numerous occasions during the summer and fall of 1996 to produce this revised document, which was approved in May of 1997 by the 118th Legislature.

STRUCTURE

As a structure for *Learning Results*, each subject area has been divided into **Content Standards** which are broad descriptions of the knowledge and skills that students should acquire. Within each content standard is a series of **Performance Indicators** which help to define in more specific terms the stages of achievement, or checkpoints, toward meeting the content standard within each of four grade spans:

pre-school to second grade (Pre-K-2);
third and fourth grades (3-4);
fifth through eighth grades (5-8); and
secondary school.

Performance indicators describe what students *should know* and *be able to do* from one level to the next to demonstrate attainment of a **content standard.** Good performance indicators are those that:

focus on academics and are grounded in important content;
combine both knowledge and skills;
describe development in a concrete way from one stage to the next;
define results and not methods of teaching;
are clear and useful to parents, teachers, and students; and
can be assessed, tested, and measured in a variety of ways.

Broadly defined content standards are lettered, labeled, and described in the introduction to each area of learning. Under each content standard, the specific performance indicators are given numbers merely to identify them and not to imply an order of significance.

Examples are given after some of the indicators to clarify what the indicator means and how it might be addressed in the classroom. **Examples** are not part of the indicator or the content standard; they merely illustrate the standard by suggesting what a student might do as one step toward attainment. Please note that the examples may not demonstrate how learning can and should be integrated across content areas.

INTEGRATED LEARNING

While the division of learning into content areas is necessary to form a structure for writing performance standards, this does not mean that teaching should be divided in any similar way. In many schools, both learning and assessment are often successfully integrated across several content areas at one time. For example, a science project may include historical research, data collection and mathematical analysis, followed by preparation of a narrative report with freehand illustrations, and conclude with a computer-assisted oral presentation to the class, thus combining, in this example, elements from at least five content areas into one project.

Teachers are encouraged to approach the standards from an interdisciplinary perspective when designing curriculum and planning instructional activities.

Preface

Maine's Common Core of Learning articulated knowledge, skills, and attitudes in a non-disciplinary organization that is helpful when thinking about integrated teaching and learning. The four interdisciplinary areas identified in the *Common Core* are as follows:

Personal and Global Stewardship
Responsible citizenship requires awareness and a concern for oneself, others, and the environment. It involves interactions not only within the self and family, but between the self and friends, the community, the nation, and the world. It includes the knowledge and care of all dimensions of our selves as humans, an understanding of the group process, and a willingness to exercise the rights and responsibilities of citizenship. Stewardship also includes the study of current geography and foreign language and an appreciation of pluralism and human rights.

Communication
The ability of human beings to communicate through a variety of media with a high degree of specificity is one of our most remarkable achievements. In a rapidly-changing world, communications skills will become ever more essential to our students' future success.

Reasoning and Problem Solving
Knowledge is power. We must help students want to gain knowledge, show them how to get it, and encourage them to use it to reach a new understanding or to create a new product. We must help students learn to reflect on their processes of learning, regardless of their field of study.

The Human Record
The study of the human record not only includes the actions and events of the past but also the constructs of human thought and creativity as they have evolved through time. The human record includes works of literature and the arts; scientific laws and theories; and concepts of government, economic systems, philosophy, and mathematics. In fact, much of what we now think of as "subject matter" in today's curriculum belongs in this section.

CONTENT AND CRITICAL THINKING

Wherever education is publicly discussed, there is much debate over the balance between student acquisition of factual knowledge and critical thinking skills.

This debate is embraced, but not resolved by the *Learning Results*. The truth is that both content and thinking processes are important. Students need a common factual frame of reference grounded in the events of history, the structure of geography, the discoveries of science, and the richness of art, music, and literature; and they must also learn how to think, how to search and investigate, and how to evaluate, filter, and process the information that they uncover. All students need to learn, at least at some level, how to investigate like a scientist, evaluate like an historian, reason like a mathematician, and communicate like a writer and an artist.

Across the content areas of the *Learning Results* the higher order reasoning and thinking skills are often embedded within the language chosen for the performance indicator. For example, in Social Studies, students are often challenged to "evaluate," "analyze," and "explain," as much as to "identify," "recognize," or "describe" the content included within the standard.

BEST COPY AVAILABLE

Preface

RESULTS AND METHODS

In Maine and throughout the United States, there is controversy over the means and methods by which children are taught. In reading, there is the familiar debate over the merits of phonics versus whole language instruction. In mathematics, there is concern whether it is appropriate to de-emphasize mental computing skills that can now be performed using a pocket calculator, and in some communities parents are distressed by an apparent lack of structure or formality within certain classrooms.

It is not the place of this document to address methods of teaching or the organization of the classroom. Rather, this document focuses on results - not the means or methods by which students are taught. Some teachers prefer a structured classroom while others use a less formal setting. Further, it is not the place of this document to specify how many students should be in a classroom, what level of formality should prevail, or what instructional methods are most appropriate. These are matters for teachers, parents, and local administrators to resolve.

However, the state does have an obligation to monitor the results of student learning within our communities. That is the role of the state as dictated by the Maine Constitution.

FOR ALL STUDENTS

One of the most commonly asked questions regarding the *Learning Results* is whether they apply to all students. These standards establish goals for what all students *should know* and *be able to do*, including students with unique learning needs and/or identified disabilities.

In order for all students to have appropriate opportunities to move toward achievement of the *Learning Results* and demonstrate mastery as they progress, schools will continue to design curriculum, instruction, and assessment opportunities that meet the needs of a diverse student population. A comprehensive, personalized planning approach will be helpful in this effort to identify and meet the unique needs of individual students.

Currently, students with identified disabilities have rights under federal and state special education laws - this does not change with the adoption of the *Learning Results*. A continuum of services and appropriate adaptations and modifications will still be available to students.

ASSESSMENT

These *Learning Results* are just one part of an educational system. As goals for what all students should know and be able to do upon finishing school, they are not written to prescribe a minimum or "passing" standard. The setting of minimum requirements is the function of assessments that are separate from the creation of academic goals.

Because some students are ready for assessment at earlier stages than others, no assumption is made about when a standard might be achieved.

The statute passed in April of 1996 includes the following provisions relating to assessment:

> Student achievement of the learning results . . . must be measured by a combination of state and local assessments to measure progress and ensure accountability. The 4th-grade, 8th-grade, and 11th-grade results of the Maine Education Assessment, the "MEA," are the state assessments used to measure achievement of the learning results. The 4th-grade and 8th-grade MEA must be used to measure achievement of the learning results beginning in the 1998-99 school year. The 11th-grade MEA must be used to measure achievement of the learning results beginning in the 1999-2000 school year. Local school administrative units may develop additional assessments to measure achievement of the learning results, including student portfolios, performances, demonstrations and other records of achievements.

Preface

An Assessment Design Team comprised of Maine educators and assessment specialists has been established to redesign state level assessments and to assist in development of high quality local assessments that will be used to measure student achievement of the *Learning Results*. The statewide assessment system they are developing will:

align with Maine's *Learning Results;*
utilize multiple measures of learning;
ensure fair and equitable assessment for all students;
utilize recognized, relevant technical standards for assessment;
provide understandable information to educators, parents, students, the public, and the media;
provide professional development opportunities for teachers, administrators, and future educators; and
be practical and manageable.

IMPLEMENTATION AND RESOURCES

Implementation of *Learning Results* is a local function. The *Learning Results* does not identify the resources, the methods, the relationships, and the concerns that need to be addressed to enable all students to achieve these standards. Schools and communities will establish their own unique approach to such issues as school organization and climate, innovative instruction and assessment, the fostering of higher order thinking skills, professional development, differences in student needs and learning styles, use of emerging technologies, and collaboration among participating groups and individuals.

Learning Results are not a curriculum. A full curriculum contains the detail about what students should know and be able to do within each area of learning at every grade level. It often prescribes materials and methods, contains reading lists and texts, while specifying course content and instructional sequence. The *Learning Results* describe a new literacy for all students in terms of knowledge and skills which schools may use in forming local curricula and designing assessment.

Aware that meeting the standards is neither easy nor without expense, the Legislature has stated that implementation is conditioned on added state funding for professional development. Further, districts may delay meeting the standards for career preparation, modern and classical languages, and visual and performing arts if they cannot be achieved within existing local resources.

REVISION

This document was initially revised during the summer of 1996 by the Critical Review Committee. 3000 copies were circulated to schools primarily for peer review by educators. Over 2000 educators answered questionnaires and offered suggestions for further revision.

Based on those responses, the *Learning Results* were modified and broadly distributed to the public for hearings and formal reviews conducted jointly by the Department of Education and the State Board of Education during early 1997. The revision that finally resulted from that rule-making process was then presented to the Legislature for its review and approval, which, as mentioned previously, was granted in May of 1997.

Be advised that this is not a static or finished document, but rather a dynamic one designed to stimulate continuing discussion. The *Learning Results* will need to be revised periodically in light of experience, research, public commentary, and the products available from many other groups that are creating and refining similar documents.

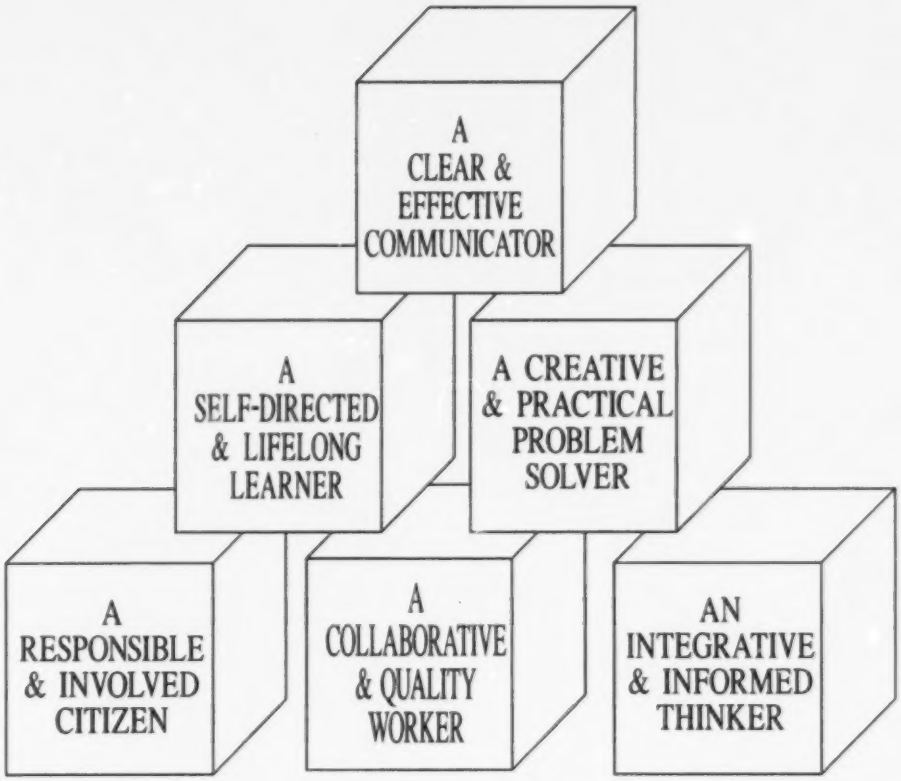
Under their rule-making responsibilities, the Department of Education and the State Board of Education will retain jurisdiction to make changes in future years. Comments and suggestions are appropriately addressed to:

Learning Results
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

This document is available at http://www.state.me.us/education, the Department of Education's home page on the World Wide Web.

July 1997

Guiding Principles


A CLEAR & EFFECTIVE COMMUNICATOR
A SELF-DIRECTED & LIFELONG LEARNER
A CREATIVE & PRACTICAL PROBLEM SOLVER
A RESPONSIBLE & INVOLVED CITIZEN
A COLLABORATIVE & QUALITY WORKER
AN INTEGRATIVE & INFORMED THINKER

The building blocks for successful and fulfilled adulthood in the 21st century.

Designed and Created by
Sarah Simmonds
Maine Department of Education

Guiding Principles

Each Maine student must leave school as:

I. A CLEAR AND EFFECTIVE COMMUNICATOR

A. uses oral, written, visual, artistic, and technological modes of expression;
B. reads, listens to and interprets messages from multiple sources; and
C. uses English and at least one other language.

II. A SELF-DIRECTED AND LIFE-LONG LEARNER

A. creates career and education plans that reflect personal goals, interests and skills, and available resources;
B. demonstrates the capacity to undertake independent study; and
C. finds and uses information from libraries, electronic data bases, and other resources.

III. A CREATIVE AND PRACTICAL PROBLEM SOLVER

A. observes situations objectively to clearly and accurately define problems;
B. frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
C. identifies patterns, trends, and relationships that apply to solutions to problems; and
D. generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response.

IV. A RESPONSIBLE AND INVOLVED CITIZEN

A. recognizes the power of personal participation to affect the community and demonstrates participation skills;
B. understands the importance of accepting responsibility for personal decisions and actions;
C. knows the means of achieving personal and community health and well-being; and
D. recognizes and understands the diverse nature of society.

V. A COLLABORATIVE AND QUALITY WORKER

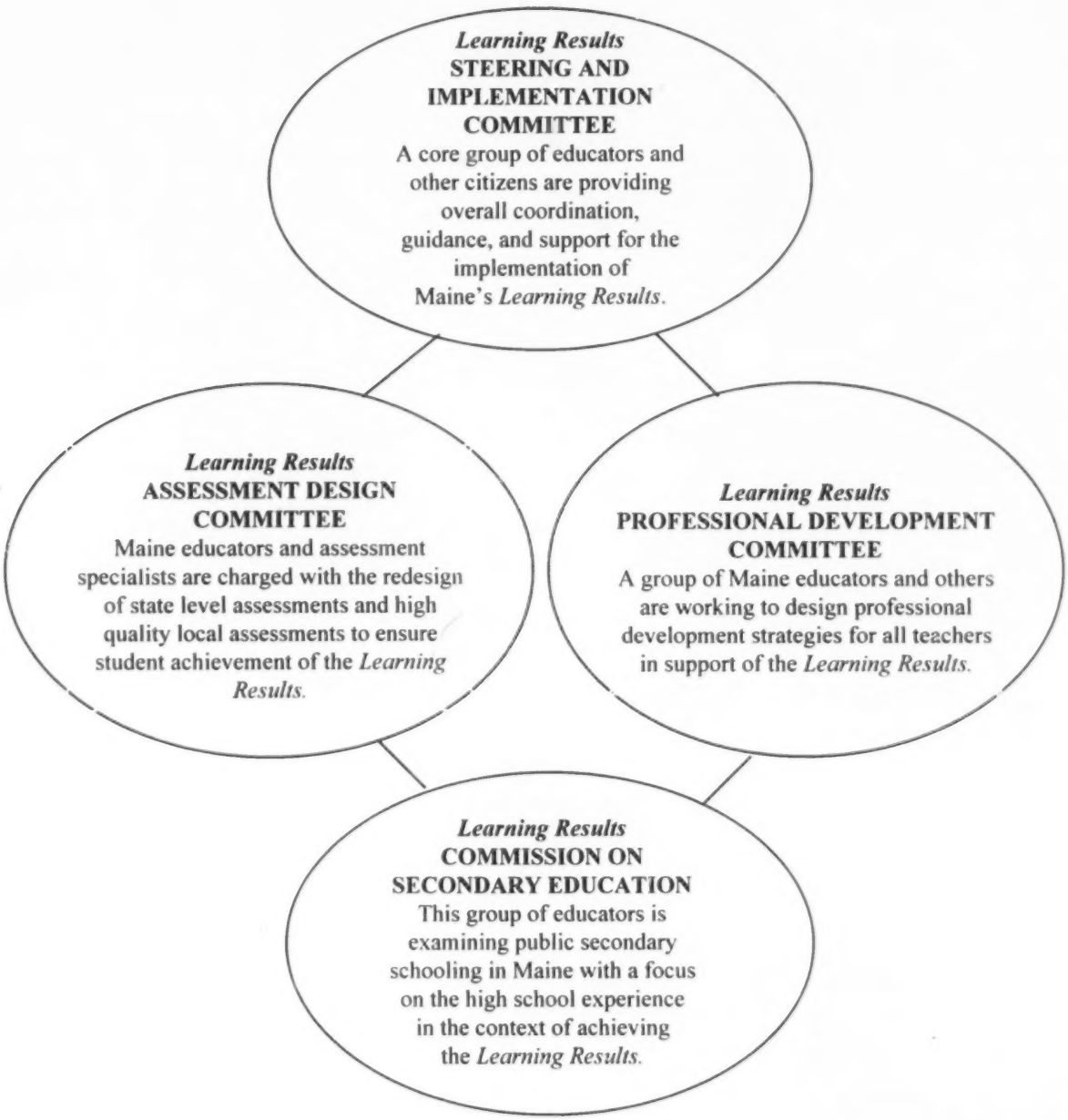
A. knows the structure and functions of the labor market;
B. assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace; and
C. demonstrates reliability, flexibility, and concern for quality.

VI. AN INTEGRATIVE AND INFORMED THINKER

A. applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation; and
B. comprehends relationships among different modes of thought and methods associated with the traditional disciplines.

Structural Processes for Shaping and Implementing Education Reform

Implementation of the *Learning Results* will require substantial planning at both the state and local level. Several groups have been established at the state level to assist in this effort. The diagram below describes the three committees and one commission convened by the Commissioner of Education to help guide implementation of the *Learning Results*.


Learning Results
STEERING AND IMPLEMENTATION COMMITTEE
A core group of educators and other citizens are providing overall coordination, guidance, and support for the implementation of Maine's *Learning Results*.
Learning Results
ASSESSMENT DESIGN COMMITTEE
Maine educators and assessment specialists are charged with the redesign of state level assessments and high quality local assessments to ensure student achievement of the *Learning Results*.
Learning Results
PROFESSIONAL DEVELOPMENT COMMITTEE
A group of Maine educators and others are working to design professional development strategies for all teachers in support of the *Learning Results*.
Learning Results
COMMISSION ON SECONDARY EDUCATION
This group of educators is examining public secondary schooling in Maine with a focus on the high school experience in the context of achieving the *Learning Results*.

ACKNOWLEDGEMENTS

The Maine Department of Education and the State Board of Education gratefully acknowledge the assistance of the following groups and individuals whose valuable help has made development and adoption of the *Learning Results* possible.

Maine Governor Angus S. King, Jr.

Maine Governor John R. McKernan, Jr.

Representative Elizabeth H. Mitchell, Speaker, Maine House of Representatives

Senator Mark W. Lawrence, President, Senate of Maine

117th and 118th Maine Legislatures

Maine Department of Education Staff

Task Force on *Learning Results*

J. Duke Albanese	Ann Anctil	Sandra Bernstein
Tom Birmingham	Roy Bishop	Weston Bonney
James Carignan	Timothy Crowley	Alan Dickey
Pamela Fisher	Denison Gallaudet	Abigail Garthwait
Peter Geiger	Sally Gibson	Raymond Glass
Norman Higgins	Thomas Hood	Timothy Humphrey
Robert Kautz	Leon Levesque	Linda Lord
Mary Majorowicz	Leo Martin	Marjorie Medd
Wayne Mowatt	Orene Nesin	Arlene Nicholson
Cynthia Philbrick	Pamela Rolfe	Darrel Staat
Don Waddell	Leslee Welch	Barbara Wicks

Learning Results Critical Review Committee

Gail Anthonis	Jane Arthur	Ronald Bancroft
Rep. Michael Brennan	Gerald Clockedile	Philippe Cotty
Carolyn Croweli	Suanne Giorgetti	Robert Goddard
Idella Harter	Timothy Humphrey	Terry McCabe
Beatrice McGarvey	Marjorie Medd	Sen. Peter Mills
Carol Jo Morse	Anne Pooler	David Silvernail
Nancy Sullivan	Terry Townsend	Ann Weisleder
Louella Willey		

Learning Results Critical Review Committee Content Area Subcommittees

Maine Coalition for Excellence in Education

Maine Leadership Consortium

Maine Parent Teacher Association

Maine Education Association

Maine Superintendents Association

Foreign Language Association of Maine

ACKNOWLEDGEMENTS

Maine Adult Education Association

Maine Alliance for Arts Education

Maine Arts Education Association

Maine Association for Health, Physical Education, Recreation and Dance

Maine Association for Supervision and Curriculum Development

Maine Association of Directors of Services for Children with Exceptionalities

Maine Association of Middle Level Educators

Maine Association of Vocational Education Administrators

Maine Center for Educational Services

Maine Children's Alliance

Maine Children's Cabinet

Maine Congress of Parents and Teachers

Maine Math and Science Alliance

Maine Principals' Association

Maine School Boards Association

Maine School counselors Association

Maine School Health Education Coalition

Maine Teacher of the Year Association

Maine Educators

Maine Chamber and Business Alliance

University of Maine Board of Trustees

Maine Technical College System

Commission on Maine's Common Core of Learning

UNUM

Champion Paper

Geiger Bros.

All those Maine residents who participated in the development of Maine's *Learning Results*

Social Studies

The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, considered a strong literacy essential to the preservation of democracy. Each believed that every student must be well versed in the nation's history, the principles which undergird citizenship, and the institutions which define our government. Understandings of commerce and geography were critical to their thinking as well.

In essence, Jefferson, Mann, and Dewey viewed the study of social studies as critical to the mission of public schools. Indeed, they would applaud the inclusion of a "responsible and involved citizen" in the Guiding Principles, as well as social studies as one of eight content areas in the *Learning Results*.

A strong social studies education depends upon a clear understanding of its interrelated disciplines. Without a knowledge of the geography and economics of earlier times, history offers only lists of people, events, and dates. Without a knowledge of history, the institutions of American government and the dynamics of today's global economy are difficult to understand.

Important contemporary issues such as health care, education, crime, the environment, and foreign policy are all multidisciplinary in nature. Understanding these issues and developing responses to them requires an integrated social studies education. In such a social studies program, students are actively engaged in inquiry, research, debate, and in-depth learning. Students can further enhance their knowledge of the world around them by using local communities as extended classrooms; they can learn to build on that knowledge and on their knowledge of history to construct insights into the future. A broad understanding of the perspectives central to social studies enables students to develop, practice, and apply the knowledge and experiences required to be contributing participants in a democratic society.

Although social studies curricula vary in their breadth and depth, the *Learning Results* have adopted a focused definition of this content area whereby government, history, geography, and economics stand as the pillars of the content with other disciplines within the social sciences deemed important, but not essential.

CIVICS AND GOVERNMENT

Students will learn the constitutional principles and the democratic foundations of national, state, and local systems and institutions. Further, students will learn how to exercise the rights and responsibilities of participation in civic life and to analyze and evaluate public policies. This understanding entails insight into political power, how it is distributed and expressed, the types and purposes of governments, and their relationships with the governed. Political relationships among the United States and other nations are also included in this content area.

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and employ the skills of effective civic participation.

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations.

HISTORY

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.

BEST COPY AVAILABLE

Social Studies

A. CHRONOLOGY
Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS
Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION
Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

GEOGRAPHY

In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population, interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.

A. SKILLS AND TOOLS
Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

B. HUMAN INTERACTION WITH ENVIRONMENTS
Students will understand and analyze the relationships among people and their physical environments.

ECONOMICS

Students will learn and apply basic economic concepts of production, distribution, and consumption to make decisions as effective participants in an international economy. Students will understand the development, principles, institutions, relationships to culture, and change over time of economic systems in the United States and elsewhere. Students will also understand how these concepts apply to individuals, households, businesses, governments, and societies which make decisions based on the availability of resources, as well as on costs and benefits of choices. These concepts also help to explain the patterns and results of trade, interdependence, and distribution of wealth in local, regional, national, and world economies.

A. PERSONAL AND CONSUMER ECONOMICS
Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

B. ECONOMIC SYSTEMS OF THE UNITED STATES
Students will understand the economic system of the United States, including its principles, development, and institutions.

C. COMPARATIVE SYSTEMS
Students will analyze how different economic systems function and change over time.

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE
Students will understand the patterns and results of international trade.

Social Studies

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Identify and practice classroom rights and responsibilities.

EXAMPLE

- Participate in a process to determine classroom rules that protect the rights and property of each student in the class, and establish guidelines for individual and cooperative learning.

ELEMENTARY GRADES 3-4

1. Identify important individual rights (e.g., freedom of religion, speech, ownership of property).
2. Explain why certain responsibilities of democratic society are important.
3. Identify the functions of government at school, locally, and at the state level.

MIDDLE GRADES 5-8

1. Identify the characteristics of an effective citizen.
2. Evaluate and defend positions on current issues regarding individual rights and judicial protection.
3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.
4. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.
5. Explain the functions of and relationships among local, state, and national governments.

SECONDARY GRADES

1. Develop and defend a position on a public policy issue within our democracy.
2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience.
3. Describe the circumstances under which civil disobedience might be justified.
4. Demonstrate an understanding of the processes of voter registration and voter participation.

Social Studies

CIVICS AND GOVERNMENT

B. PURPOSE AND TYPES OF GOVERNMENT

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Understand that all nations have governments.

ELEMENTARY GRADES 3-4

1. Describe why we need governments (e.g., law and order, defense, roads, schools).
2. Describe the basic structure of local and state governments.

MIDDLE GRADES 5-8

1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.
2. Compare and contrast the structures of local, state, and national government.
3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.
4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.
5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).
6. Explain the history and functions of Maine state government including the Constitution of Maine.

SECONDARY GRADES

1. Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories.
2. Assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.
3. Analyze the major arguments for and against representative government as distinguished from direct democracy.
4. Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels.
5. Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion.

Social Studies

CIVICS AND GOVERNMENT

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Understand that the United States has a constitution.

ELEMENTARY GRADES 3-4

1. Explain how the Constitution protects individual rights (e.g., Bill of Rights).

MIDDLE GRADES 5-8

1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state).
2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.
3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state).
4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.

SECONDARY GRADES

1. Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).
2. Evaluate the Federalist and anti-Federalist positions on the ratification of the Constitution in light of historical developments.
3. Evaluate the effectiveness of the Constitution as a vehicle for change.
4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.
5. Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, Gulf of Tonkin Resolution, Watergate).
6. Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights.
7. Examine civil rights issues related to well-known Supreme Court decisions.

Social Studies

CIVICS AND GOVERNMENT

D. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Recognize that there are other nations with different traditions and practices.

ELEMENTARY GRADES 3-4

1. Identify examples of how the United States interacts with other countries (e.g., trade, treaties).
2. Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.

MIDDLE GRADES 5-8

1. Explain the foreign policy powers which the Constitution gives to the branches of the government.
2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).
3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).

SECONDARY GRADES

1. Analyze the processes used to develop foreign policy.
2. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming).
3. Demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples.
4. Evaluate the benefits and difficulties of international cooperation, using specific examples.

Social Studies

HISTORY

A. CHRONOLOGY

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Place individual and family experiences in historical time and place.
2. Distinguish similarities and differences among historical events.

EXAMPLE

- After reading or hearing a folk tale, biography, or historical narrative, retell or dramatize the story with the events in the correct sequence.

ELEMENTARY GRADES 3-4

1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.
2. Place in chronological order, significant events, groups, and people in the history of Maine.

EXAMPLE

- Given a set of photographs of the same community taken from the same vantage point at twenty-year intervals, examine them in order to make a list of changes which occurred between each pair of pictures. Speculate on how their own lives might have been different if they attained their current age during any of the periods represented.

MIDDLE GRADES 5-8

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)
3. Trace simultaneous events in various parts of the world during a specific era.

EXAMPLE

- Select a significant figure from Maine history and research the period of his or her life to discover what events that person might have witnessed or participated in.
- Trace movements of pastoral peoples (e.g., the Hebrews, Turks, Huns, Mongols) by examining references to them in the chronologies of other peoples, using these references to build a time-line specifically for the group chosen.

SECONDARY GRADES

1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below.)

Eras in United States History

- The Americas to 1600
- The Colonial Era, 1500-1754
- The Revolutionary Era, 1754-1783
- Nation Building, 1783-1815
- The Expanding Nation, 1815-1850
- Civil War and Reconstruction, 1850-1877
- Development of the Industrial United States, 1865-1914
- The Progressive Era, 1890-1914
- Emergence of the United States as a World Power, 1890-1920
- The '20's: Prosperity and Problems
- Depression and The New Deal, 1929-1941
- World War II and Post War United States, 1939-1961
- Contemporary United States, 1961-Present

Eras in World History

- Emergence of Civilization to 1000 BC
- The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD
- The Expansion and Interaction of Civilizations, 600 AD-1450 AD
- The Early Modern World, 1450-1800
- The World in the Nineteenth Century
- The World in the Contemporary Era

Social Studies

HISTORY

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
2. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.

ELEMENTARY GRADES 3-4

1. Make connections between and among events in their personal lives and those occurring in the community.
2. Demonstrate an awareness of major events and people in United States and Maine history:
   - Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)
   - Important people in United States and Maine history.
   - Different kinds of communities in Maine, the United States, and selected world regions.

MIDDLE GRADES 5-8

1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to:

Declaration of Independence	The Constitution
Westward Expansion	Industrialization
Civil War	

2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).
3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.
4. Demonstrate an understanding of selected twentieth century issues and events in United States and in Maine history including "modern" Maine history (1945 to present).

SECONDARY GRADES

1. Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to:

Industrialization	The Great Depression
The Cold War (and its ending)	WWI and WWII
The Vietnam Era	Civil Rights Movement
Watergate	

2. Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history.
3. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.
4. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).
5. Explain how different ways of knowing and believing have influenced human history and culture.
6. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservationism).
7. Explain the benefits and conflicts resulting from encounters among cultures.

EXAMPLES

- Describe how the development, expansion, and collapse of empires have affected the expansion of political power.
- Give examples of former colonies and dependent states that have gained independence in the twentieth century and explain how they have addressed political issues related to independence.

Social Studies

HISTORY

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Use artifacts and documents to gather information about the past.

EXAMPLE

- Given a "history box" containing artifacts belonging to a specific time, make deductions concerning form and use of the objects and what they tell us about life in the past.

ELEMENTARY GRADES 3-4

1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

EXAMPLE

- Construct a time capsule in which students place artifacts and documents which they feel would serve as an accurate guide to life in the late twentieth century for future students.

MIDDLE GRADES 5-8

1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.
2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

SECONDARY GRADES

1. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.
2. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.
3. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.
4. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.

Social Studies

GEOGRAPHY

A. SKILLS AND TOOLS

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

EXAMPLE

- Use maps of world climatic regions to discuss the types of clothing, housing, outdoor activity, etc., which might be found in a specific area.

ELEMENTARY GRADES 3-4

1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.
2. Locate major cities of the world and discuss why they emerged in that particular region.

MIDDLE GRADES 5-8

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

EXAMPLE

- Speculate about the types of exchanges of goods and materials which might occur between economic regions, and the routes and types of transportation used.

SECONDARY GRADES

1. Use mapping to answer complex geographic and environmental problems.
2. Appraise the ways in which maps reflect economic, social, and political policy decision making.
3. Understand how cultural and technological features can link or divide regions.

EXAMPLE

- Use survey and map data which represent classmates' residential preferences, analyzing the factors which influence people's preferences about where to live and their decisions to move.

Social Studies

GEOGRAPHY

B. HUMAN INTERACTION WITH ENVIRONMENTS

Students will understand and analyze the relationships among people and their physical environment.
Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Describe the human and physical characteristics of the immediate environment.

EXAMPLE

- Using a variety of visual materials, data sources, and/or narratives, describe the human and physical characteristics of a region.

ELEMENTARY GRADES 3-4

1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.
2. Explain ways in which communities reflect the backgrounds of their inhabitants.
3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

EXAMPLE

- Explain how the founders of a settlement might have evaluated a site, in terms of its resources and environmental characteristics, relative to their needs.

MIDDLE GRADES 5-8

1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.
2. Explain patterns of migration throughout the world.
3. Explain how cultures differ in their use of similar environments and resources.
4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

SECONDARY GRADES

1. Explain factors which shape places and regions over time (e.g., physical and cultural factors).
2. Analyze the cultural characteristics that make specific regions of the world distinctive.
3. Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.
4. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

EXAMPLE

- Compare two places with similar environments and dissimilar cultures (e.g., Manaus, Brazil and Kinshasa, Zaire).

Social Studies

ECONOMICS

A. PERSONAL AND CONSUMER ECONOMICS

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Identify goods and services, giving examples.

ELEMENTARY GRADES 3-4

1. Describe barter and money and how each is used in the exchange of resources, goods, and services.
2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go the movies instead of buying a gift for a family member).

MIDDLE GRADES 5-8

1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.
2. Identify and analyze the factors that contribute to personal spending and savings decisions.
3. Use an example to show how incentives affect economic decisions (e.g., tax deferred savings plans, a fast food restaurant's discount promotion).

SECONDARY GRADES

1. Conduct a cost benefit analysis of a personal or business decision.
2. Evaluate different forms of savings and investments for short and long term returns (e.g., stocks, bonds, money market funds).
3. Demonstrate an understanding of credit history and the positive and negative impacts that credit can have on an individual's financial life.

EXAMPLE

- Given a fixed amount of "money" for investment purposes, create a portfolio of stocks, bonds, and other investments, trading to maximize profits over a fixed period of time.

Social Studies

ECONOMICS

B. ECONOMIC SYSTEMS OF THE UNITED STATES

Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Explain the terms consumer and product.

ELEMENTARY GRADES 3-4

1. Identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?
2. Explain how the economy of Maine affects families and communities.

MIDDLE GRADES 5-8

1. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.
2. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how? and for whom?
3. Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision making.
4. Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities.
5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).

SECONDARY GRADES

1. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.
2. Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates, regulatory policy).
3. Explain the positive and the negative impacts of advertising techniques on consumer behavior.
4. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity).

EXAMPLE

- After an examination of the role of the Federal Reserve in regulating the money supply and interest rates, analyze economic scenarios in terms of likely actions by the Federal Reserve.

Social Studies

ECONOMICS

C. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time. Students will be able to:

ELEMENTARY GRADES Pre-K-2

ELEMENTARY GRADES 3-4

1. Explain how selected cultures or countries meet basic human needs.

MIDDLE GRADES 5-8

1. Describe the characteristics of traditional, command, market, and mixed economic systems.
2. Compare how different economies meet basic wants and needs over time.

SECONDARY GRADES

1. Explain the impact of cultural values on economic decisions, using at least two examples.
2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth.

EXAMPLE

- Compare and contrast the Swedish economic system with that of the United States. Explain the differences in the role of government in each country (e.g., the different approaches to taxation and social policy).

ECONOMICS

D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Explain where products come from and how we use them.

ELEMENTARY GRADES 3-4

1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

MIDDLE GRADES 5-8

1. Describe how changes in transportation and communication technologies have affected trade over time.
2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.
3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).

SECONDARY GRADES

1. Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.
2. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).